

# AMERICAN JOURNAL OF EDUCATION

AND NATIONAL EDUCATOR.

Universal Education—The Safety of a Republic.

VOL. XXV.

ST. LOUIS, MO., OCTOBER 10, 1892.

[No. 10.]

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ST. LOUIS, MO., OCTOBER 10, 1892.

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NINE Editions are Printed for the Editors, by PERLIN & SMITH, 208 to 212 Vine Street, each month, and "Entered at the post-office at St. Louis, Mo., and admitted for transmission through the mails at second-class rates."

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THIS curiosity of the people and their determination to see the World's Fair, is a very healthy sign.

THAT "circular of information" is unique and well worthy a careful study. Better send for it, to S. L. Moser, Secretary and General Manager World's Fair Protective Entertainment Association, 810 Olive Street, St. Louis, Mo.

### God's Measure.

God measures souls by their capacity  
For entertaining his best Angel Love,  
Who loveth most is nearest kin to God,  
Who is all love, or nothing.

He who sits

And looks out on the palpitating world,  
And feels his heart swell in him large enough  
To hold all men within it, he is near  
His great Creator's standard, though he dwells  
Outside the pale of churches, and knows not  
A feast day from a fast day, or a line  
Of Scripture even. What God wants of us  
Is that outreaching bigness that ignores  
All littleness of aims, or loves, or creeds,  
And clasps all earth and heaven in its embrace.

—Ella Wheeler Wilcox.

WHAT new and uncommitted hands and brains will be needed to teach and train the masses after the close of this "World's Fair?" If you fail to see it, if any teacher fails to see it, how can they teach? What can such an one say? The world brought to their door and they fail to look at it.



And National Educator.

St. Louis, Mo., Oct. 10, 1892.

J. B. MERWIN.....Managing Editor.  
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JERIAH BONHAM.....Associate Editor.

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If the 400,000 teachers in the United States take our advice and "get the best" book on "The World's Columbian Exposition," they will not only be able to visit the Exposition with profit, but they can make "profit" enough to defray the expenses of the trip! Better send for it. See pages 7 and 9.

THE teacher, in his greatest work, not only plants the seeds of intelligence and goodness, but his work once begun goes on until the soul is filled and illumined with a magnificent and far-shining radiance.

LET us remember that vice and misfortune educate at a fearful rate and at a fearful cost too. Intelligence gives prosperity, breadth, reason and righteousness.

THE attendance at the World's Fair is certain to be enormous—Dr. Harris thinks 100,000 a day. The question of how such a multitude is to be housed and fed is already a serious one. Rates will be high, and accommodations difficult to obtain, unless you apply early to Mr. S. L. Moser, Secretary of the World's Fair Protective Entertainment Association, 810 Olive street, St. Louis, Mo. The circular explains that for about 35 cents a day you can be carefully, kindly and completely looked after.

O, no, the world is not yet finished by any means. There is work enough for all.

THERE is a great magnitude of meaning in this effort to help the teachers of Missouri to be more effective in the work in their schools.

WHAT an awful thing it is for a person not to have the soul open to light and to truth, living empty, weak, in a vain show. With a burning earnestness our teachers come to train to better things than this and to give the people power.

BY valiant action, by an almost divine patience our ten thousand teachers in Missouri have been preparing themselves for the great and greater work before them.

WE see, and hence we believe that our teachers are on the road to sure conquest by their greater intelligence and ability as demonstrated in the superior work done in the institutes of this and of other States too. This light shining from the greater intelligence of the people giving them more power is not a temporary thing—but a permanent, eternal splendor.

SOME shadow of the high endowments of Columbus, and some meaning, high and clear, of what the "World's Fair" will reveal, begins to get a footing among our teachers and their friends. They mean to see for themselves these revelations, these consummations, this new created radiance of beauty.

MR. HENRY MASON backs up the following statement with \$1.50 of his money. He says, "I think the AMERICAN JOURNAL OF EDUCATION the foremost, in its helpful, practical matter, among educational periodicals in this country. School officers and the people generally ought to have it as well as all our teachers. Send it right along for a year for the enclosed subscription."

YES, the world to-day is as Columbus could have wished it to be. The "World's Fair" is the solution of the problem of his life. What a problem! What a solution! He is stronger than ever before. At the mention of his name how stone, and brick, and mortar, and iron, and wit, and wisdom, and skill, and genius, and peoples, and nations, and centuries come with a claim to be speech for this speechless soul! We want the common people, as Dr. W. T. Harris says, by the "hundred thousand a day" to take all this into their lives. We shall do what we can, too, to make this possible.

ON both pages 7 and 9 you will get some good points on "the best book on the Columbian Exposition." Of course you want the best, and we show you how to get it in time for use—Oct. 21—and also for Chicago! It is wise to get the best.

THE people of the United States, the masses, never before in the history of the country had so much ready money as they have to-day. The crops are more abundant this year than last—nothing to hinder a visit to the "World's Fair" at Chicago if you write to Mr. S. L. Moser, Sec'y of the World's Fair Protective Entertainment Association, 810 Olive Street, St. Louis, Mo. You will find you can go and stay two or three weeks and see it all about as cheap as you can stay at home.

The Big Creek Imp, published every Friday at Big Creek, Mo., by Calkins Cousins, editors and proprietors, is a smart, spicy "imp," with no smell of brimstone about it. Terms, four months for ten cents in the county. Double rates outside of county.

We confess we like to see the good things said in our columns repeated. We think they gain vastly in power by this. We do not ask for, nor care for, credit. We write and publish to help the teachers do more and better work. Help yourselves gentlemen. The more, the better, and don't bother nor take time or space to say where you find the good things. Lowell said in one of his last poems:

"The birds but repeat without ending  
The same old traditional notes,  
Which some, by more happily blending,  
Seem to make over new in their throats.  
And we men through our old bit of song run,  
Until one just improves on the rest,  
And we call a thing his, in the long run,  
Who utters it clearest and best."

It is wise to invite both the old and the young to this four-century feast at the "World's Fair." Missing it we miss the greatest event of four centuries. The "World's Fair" will show the nations, as well as individuals; how possibilities may be turned into victorious acquisitions, giving strength for yet greater victories. This will be the speech of hearts, speechless, for four centuries.

THIS "World's Fair" will take first rank among the high carnivals of all ages. It will be the flower-time of four centuries of victorious effort. Do not allow the "World's Fair" to be to you only, the featureless image on a great or small scale as some poor writer shall describe it. We shall count it the greatest pleasure of our life if we can help one hundred thousand teachers to take it and its marvelous revelations of power and beauty into their lives. It will be greater and worth more than all else we have ever been able to do.

"Know not for knowing's sake, but to be a star to men forever." "Why stay we on the earth if not to grow?" are words which ought to stick in the mind and make us feel the necessity of personal work in education.

GOETHE said "that nothing is more frightful than a teacher who knows only what the pupils are expected to know."

No smallest item or fact is too small to be of interest in connection with the boyhood or manhood of Columbus today. The world lays its finger on that name and the myriad million-voiced press honor and glorify it. Read for yourself and with your own eyes the world's verdict of the worth and wealth of this life. He is a type of your boy.

THE eye of that other and that greater Columbus will look upon and into the infinite and various splendors of four centuries of conflict and victory at the "World's Fair" in Chicago. We, too, want to help one hundred thousand teachers to enrich their lives by looking in upon these splendors at Chicago.

### Press the Demand.

"When it shall appear that your demands are just  
You shall enjoy them."

—SHAK.

IT is not yet too late if the demand is pressed without delay for us to secure a proper building for the "Liberal Arts Exhibit" which shall be adequate or approximately so for the uses of this department. At a meeting, held in Chicago September 23d, this subject was considered at length and the facts were clearly and fully stated by Bro. Maurelian, and strong resolutions were adopted looking towards the erection of a proper building. Bro. Maurelian said that "the forty-one States that have applied for educational exhibits, the Catholic educational exhibits, the exhibits of Ethnology, Archaeology, Sanitation and Hygiene, have all been given assurance that ample space would be supplied, and in these exhibits there are fully thirty millions of people interested, and already over three hundred thousand dollars, besides much time and energy, have been spent by parents, educators and pupils, in the preparation of educational exhibits; and for these reasons I say, that the Exposition authorities are in justice bound to supply the space. The following are among the more specific statements and reasons for this demand for a building with adequate space. \* \* \* \* \*

Whereas, The space now remaining would render Liberal Arts exhibits incomplete and reduce them to insignificant fragments, and

Whereas, The degree of civilization and the greatness of a nation are marked by its appreciation of those elements which elevate mankind intellectually, morally and religiously.

Resolved, That the Council of Administration and Executive Committee of the World's Columbian Exposition, Chicago, 1893, be hereby urgently requested to provide suitable and ample space in a building of not less than four hundred thousand square feet for the exhibits of education, music, ethnology, Archaeology, etc., as shall be worthy of the Columbian World's Fair and commensurate with the dignity and intelligence of the people of the United States of America.

Resolved further, That a copy of this resolution be transmitted to each member of the Council of Administration and Executive Committee of the World's Columbian Exposition, Chicago, 1893."

BROTHER MAURELIAN,  
Secretary and Manager Catholic Educational Exhibit. Chairman.

J. B. CAMPBELL,  
Editor World's Columbian Exposition Illustrated. Secretary.  
Grand Pacific Hotel, Chicago, Sept. 23rd, 1892.

WHAT architect has skill to build a tower as high as the name of Columbus?

### A Practical Solution.

"This is a practice  
As full of labor as a wise man's art."

—SHAK.

NOW that our more than four hundred thousand teachers in the United States are to take up their work again in the schools, we are glad to be able to help those who are stumbling over this problem of "grades" in our school system, to the easy and practical manner by which this difficult problem of promotion which has been in vogue in our St. Louis schools for years past, was solved by Dr. William T. Harris, while Superintendent of Schools.

"In St. Louis there is no attempt to bring all classes within the same grade to one standard of advancement, so that, at a certain time, all pupils within a given grade shall have arrived at just the same point in a study.

At all times there are new classes just beginning the work of a grade, or year's work, in some one of our schools.

The classes are not separated by intervals of one year in their work, but by irregular intervals varying from six weeks to twenty. It is considered desirable to have these intervals small, so that reclassification may be more easily managed.

Pupils who fall behind their class for any reason (such as absence, lack of physical strength or mental ability) may be reclassified with the next lower class without falling back a year, and thus becoming discouraged.

Pupils who are unusually bright or mature, may be promoted to the class above, or form new classes with the slower pupils of the class above, who need to review their work.

Thus it happens that in a district school there is a continual process going on, the elements of which are as follows:

(1) The older and more advanced pupils are leaving school for business or other causes. This depletes the classes of the most skillful and best paid teachers, who are usually placed in charge of the most advanced pupils.

Again, there is at all times of the year an influx, into the lower grades, of pupils who have just completed their sixth or seventh year, and are now anxious to begin their school career.

Thus the pupils in the primary rooms of our schools tend continually to be over-crowded. (2) To correct this continued tendency which over-crowds the rooms of the least skillful and poorest paid teachers, and gives small quotas of pupils to the most skillful and best paid teachers, from time to time (usually once in 10 weeks but oftener in some schools), each class is sifted, and its most promising pupils united with what remains of the next higher class: (i. e., with the not-promising portion of it—those who, for absence or dull intellect, or

weak will, fail to keep up with the best).

(3) To make room for this transfer a portion of the highest class is sent to the Branch High Schools.

(4) The number changed from class to class is usually small. The disturbance in classes is very slight compared with the advantages gained by the teacher in being relieved of the necessity to drive the laggards, and drill and cram them to make them keep up with the average of the class.

The teacher was once obliged to spend most of her time upon the dull ones in the useless endeavor to force them to make up lost time, or to equal the strides of the more mature, more regular, or more brilliantly gifted pupils, and, of course, these latter pupils lost proportionately, and the net result of the process was to overwork the incompetent, and to hold back the competent ones.

The teacher, in the vain effort to hold together the extremes of her class, separating more widely every day till the end of the year, became cross and petulant, and sank continually into the abyss of drill-machine pedagogy.

Under our present system we can make room when needed in the lower grades, and fill up the classes of our skillful and high-priced teachers."

### A Tonic Influence.

"If sympathy of love unite our thoughts."

—SHAK.

BY ANNA C. BRACKETT.

AS SUCCESSFUL methods of teaching are generalized more and more into principles, and as the growth of large and still larger cities makes necessary a system by which many teachers can work harmoniously under one head, we develop a great danger in our schools. We are apt to think that the power of our schools lies in the system—in the particular way in which things are done in one particular city, we forget the truth which can never be often enough repeated that, after all is said and done, whether we consider public or private teaching, success or failure is a mere question of individuals.

We often hear one say: "I do not like the 'system' of the public schools; such and such things are said and done in the room where my boy goes." And we have often answered, "It is not the public schools that you should blame, but the teacher who has charge of the room. It is not a question of system but of individual people."

If we call to mind those who have made for themselves honored names in the ranks of teachers, we shall uniformly find that they have been, whether men or women, persons of strong individuality, and that the influence which they exerted on their pupils was through the weight of their own characters rather than



through their learning. Dr. Arnold, of Rugby, and Dr. Taylor of Exeter, are marked examples. They impressed their pupils by the force and strength of their own characters—they held them by this, and the recognition by the pupil of this character was the vivifying power which commanded respect and attention, and which woke up the previously dormant energy of many a boy. In the presence of such men there could be no sham, whether spiritual or intellectual. It is only the weak and nameless characters that are satisfied with half work. In a grand manly or womanly character there is a tonic influence which gives health and strength to all that come within its influence. That even the shadows of the apostles had healing power is no marvel to those who have been under the influence of such teachers.

To their genuine earnestness their pupils bow; and they feel a respect for the work which is done in such a spirit. Not only their daily lessons, but all life puts on a nobler form and seems no longer petty and mean. And this influence is not merely temporary. Nothing is more sure than that inspired teachers live again and again in the lives of their pupils.

In all the relations of life there are few that are so intimate as that of teacher and pupil, when it is any relation at all. The one mind works directly upon the other with a force which is scarcely ever extant under other circumstances, and the influence is beyond all computation in its intensity.

It is then the main and all-important question, not whether a child is going to a public or a private school or is under a tutor, not in what class he is or what is the course of study. The question is to whom, to what person is the child going? What personal influence is that which his soul is daily receiving?

Is it that of a strong, fresh, vigorous and inspiring individual character—or is it that of a half-awake sense-crystallized mind.

Is that one teacher a living personality or is she only one wheel in a system? That is the grand question.

THE men and women who teach and who know find a welcome. The people are loyal to all such. Those who know are strong—they have and give power, the ignorant are weak and remain weak while they remain ignorant. Our teachers need to help the people as well as the children out of this condition of weakness.

THIS new, great man or woman is the man or woman who knows—men and women are weak because they are ignorant, because they do not know. Let our teachers everywhere and all the time help the people to know and so give them power.

### What It Will Do.

"So said, so done, is well." —SHAK.

ONE of our most intelligent normal school principals sends us with a request for publication the following statements and conclusions on the use and advantages of

#### SCHOOL APPARATUS,

as stated by Horace Mann:

#### MAXIM I.—WHAT IS SEEN IS BEST UNDERSTOOD.

Apparatus, teaching by the eye, and giving more definite and correct impressions that can possibly be conveyed by language, is the best means for making the branches of knowledge pursued in our schools well understood.

#### MAXIM II.—WHAT IS UNDERSTOOD INTERESTS.

Hence, apparatus increases a love of learning, of books, and of schools; promotes industry and good order in pupils, and secures their continued improvement after closing their school education. Pupils must be taught in school the use of globes, maps, dictionaries, blackboards and reference books.

#### MAXIM III.—WHAT INTERESTS IS BEST REMEMBERED.

The knowledge acquired by the aid of apparatus will be permanent. It does not depend on the memory of certain words, which, when learned, convey no clear conception of what they were designed to teach; but the pupil, having seen, understood, and been interested in the matter taught, will retain it vivid and distinct during life.

#### MAXIM IV.—PRINCIPLES ARE BETTER THAN RULES.

By giving the principle,—i. e., the reason of the rule—instead of the rule, apparatus imparts knowledge in place of mere information.

What the mind thus acquires is not inert, like a collection of dates and statistics, but a living power, suggesting thought, leading to investigation, analysis and combination of principles and powers, and to consequent invention.

#### MAXIM V.—ILLUSTRATION IS THE BASIS OF SUCCESSFUL TEACHING.

The abundance of one's intellectual knowledge, and the degree of his mental improvement will depend somewhat on the number of his ideas of sense, but more on the distinctness with which the mind perceives them.

It is well known that the ideas of some of the senses are more distinct than those of others.

There is a greater probability of getting access to a child's mind through the eye than through either of the other perceiving organs.

It must be evident from these re-

marks, that it is exceedingly important for teachers, while they explain a matter to their pupils by words that fall on the ear, to present it at the same time to the eye. The fact that teaching by

#### VISIBLE ILLUSTRATION

is so strictly in accordance with the established principles of intellectual philosophy, and whenever used, has always been beneficial, recommends it to the attention and practice of every teacher of common schools.

There is another point where, as it seems to me, a united effort among the friends of education would, in certain branches of instruction,

#### INCREASE TEN-FOLD

the efficiency of our common schools. I mean the use of some simple apparatus so as to employ the eye more than the ear in the acquisition of knowledge globes, maps, blackboards, object-teaching, forms and charts.

The mind often acquires, by a glance of the eye, what volumes of books and months of study could not reveal so livingly through the ear. Everything that comes through the eye, too, has a vividness, a clear outline, a just collocation of parts, each in its proper place, which the other senses can never communicate. Ideas or impressions acquired through vision are long-lived.

The Legislature of Massachusetts enacted a law authorizing school districts to raise money for the purchase of apparatus and common school libraries for the use of the children. Mr. Mann said: "I regard the law as hardly second in importance to any which has been passed since the year 1847, when common schools were established."

#### Reading.

"Can you read it?  
Is it not fair writ?"

—SHAK.

CAN your pupils read naturally, plainly, and with proper expression?

Read and interpret what they read so as to make every-day life in the homes of the people pulsate with the noblest thoughts, and fill it full of beauty, joy and inspiration?

Can they do this—all who attend school—from the oldest to the youngest?

Is there any other attainment more desirable than this? Or any worth quite so much to the pupils and to the people?

What power it gives; what interest it creates; what new channels of thought and endeavor it opens to the family, to thus bring them directly in contact with the great outside and out-of-sight world.

How good reading illuminates; how it widens out life; these "words that burn," these golden treasures brought to every home; and brought

too by our own children and interpreted by them.

Nature has not been so sparing of talent in these homes as among the children as is sometimes claimed; yet how many germs remain undeveloped for want of proper help by our teachers.

In many schools there is, in embryo, a Gough, who is an orator—a Howe, who invents the sewing machine—a McCormick, who invents the mower and reaper—an Edison, who invents the electric light and telephone.

There are those in every neighborhood and in every household who, if given the right impulse, will develop into strong men and women—speakers, workers and inventors—who will change the current of the world's history and destiny.

They only wait development and proper instruction in our schools.

Teach the children to read properly. Let them realize that good reading is a means to an end—the best yet devised.

Good reading is a ladder on which children climb from weakness up to strength—from darkness up to light—by which the gate of the soul—language—is opened and illumined.

In this way all the faculties are trained at once to their fullest use in learning to read in a natural and expressive way.

Good reading will increase the attendance of your school very largely.

The children go home so enthusiastic over their reading lessons that they induce others to return to school.

The parents too begin to visit the school to hear their children read, and interpret the great things which have been written.

THESE plain men and humble women found in every school district in the country want to know things—want the children to know things and so be strong. You cannot keep the teacher or the people down if they have knowledge. This is the most precious thing in this land—knowledge. The man or woman who knows is the man or woman of power—drawing all souls as a magnet draws iron filings to itself. Get knowledge, get wisdom—this is power.

THE man or woman who knows is the one great person.

By the use of our "Aids to School Discipline" teachers soon double the attendance of pupils. These Aids interest pupils and parents alike, in the work done in the school-room—they prevent tardiness and absence.

Those who have used them and so thoroughly tested them, say that they not only discipline the school, but so far their use has more than doubled the attendance.

Address, with stamp, for samples and circulars, The J. B. Merwin School Supply Co., 1120 Pine St., St. Louis, Mo.



## ARKANSAS

EDITION

American Journal of Education.

\$1.50 per year in advance.

S. M. MATHES, Little Rock..... } Editors.  
J. B. MERWIN, St. Louis..... }

ARE the funds on hand,—and sufficient to pay the teachers each month as other State and county officers are paid?

WE ought now, to do our teachers the justice to arrange the finances so as to pay them promptly at the end of each month as other county and state officers are paid? Don't you think so too?

How is this? If your guestomer do'an see vat he van's, meck him vant vat he sees.

THE owners of the Mammoth Cave of Kentucky propose to reproduce the "starry chamber" in the Mining building at the World's Fair.

ARKANSAS will exhibit at the World's Fair a relief map of the State, showing all elevations, depressions, lakes, swamps, coal and stone areas, arable lands, wheat, corn and cotton regions, timber and prairie lands, etc.

LET the educators of the United States now press the demand for a separate building for the Liberal Arts Exhibit by telegraphing and by writing to the officers of the World's Fair Association in Chicago. Let it be done without delay from every State in the Union.

## Arkansas.

"That's the golden mark  
I seek to hit." —SHAK.

ARKANSAS is waking up to the value and importance of a school exhibit at the "World's Fair," which will do the State and the teachers credit.

Prof. C. S. Barnett, Superintendent of Schools of Eureka Springs, has a ringing article in a late number of the *Southern School Journal*. He seems to be the right man to speak for this and to work for it in a great, persistent and victorious way. He invents, suggests and devises methods and plans, he flashes out illuminations as to its importance and value, which we hope will light up the whole State.

We wish the teachers and school officers would all take hold and put this article in the *Southern School Journal* into the hands of every taxpayer in Arkansas.

Let this appeal kindle itself into a beacon light, setting the hearts of the people aflame with zeal. Prof. Barnett says:

At the Columbian Exposition in the

educational display from this State, the work of our State Superintendent ranking above that of all others in our State history deserves to be emblazoned upon the banners that every people may read.

Six State Normal Schools conducted for five months with five hundred teachers preparing for "incomparably the greatest work on earth," will read well in comparison with the records of past years.

The institutes and associations that have been organized during his term of office, the standards of qualifications for teaching raised in every county in the State with the uniform examinations will make a magnificent showing for Arkansas.

The Inter-State Summer Normal, of  
EUREKA SPRINGS,

with an enrollment of 235 the first year, with its forty thousand announcements of what is being done, not only for the teachers of our own State, but for other States as well; Mt. Nebo Summer Normal showing what the teachers of Arkansas are doing for themselves, these two training schools and their records will make a grand headline for a writing of the educational progress of a State of which little is known abroad, and I sometimes think it would be better were this little not known so long as the present opinion prevails.

There is great need of closer relation of the members of the body educational in this State, and the *Columbia Exhibit* may draw us closer together—establish a bond of union that will do much to promote the growth of home institutions.

If these wise and timely suggestions are heeded, as we hope they will be, there will be a wonderful new contiguity and strength developed that will put the State far on the highway of a great and noble prosperity.

THE *Western School Journal* has this deservedly good word to say for the "Erie Line" from Chicago. We hear this was the unanimous verdict of all who were fortunate enough to select this route east: "The Erie Railroad Company not only carried out all agreements made but did more. The ticket issued was all that could be desired. It did not need stamping nor depositing at any particular place. A choice of routes was given, and all needed stop-over privileges were cheerfully granted. The Kansas teachers were well satisfied with the treatment they received."

How much there is in this childhood which is put into our hands to train and develop, how much of sweet morning brightness and hope. Do we chill or do we expand this by our teaching, our disposition, our life. We had better die than to kill and chill sweetness, hope and faith.

THE character of the school officers and the people educates the child more than the schools. Is this character noble, manly, liberal, just, honest, christian?

GOD and the State confides to the hands of our teachers the ark—the common school—which holds the treasures of the age. Do we bear the burthen nobly and for great issues?

To live the lofty truths of goodness, justice, truth in your school, in your business, in your daily walk, is to achieve your truest and highest destiny as a man and as a teacher.

You do most for God, for your country when you do most for men. This training in our school takes hold of "the eternal verities" and never goes out of fashion or out of sight.

LET us be united. Isolation is bad for the teacher and the people. We hope to see teachers and their friends in groups of fifties and hundreds at the "World's Fair." We enjoy in seeing others enjoy.

## OBJECT TEACHING.

IT is a settled fact in education that the pupil, in order to do the most and get the best, must have something the eye can rest upon to aid the mind to comprehend facts and principles. Hence the necessity of providing Outline Maps, Charts, Globes, Blackboards, etc., for every school, if you would have students to advance properly and successfully.

By the use of these helps the attendance will be largely increased; the interest in every study will also be greatly enhanced; the discipline improved; and the effectiveness of the teacher MORE THAN DOUBLED, because so much more can be done by both the teacher and the pupils within a given time.

## WHAT IS THE COST?

Only ten cents per year!

Say the entire outfit of Maps, a Globe, Blackboards and a set of Charts costs \$80.00, and they last twenty years, that would be only \$3.00 per year and all the pupils in the school get the full benefit of all these things for this trifling expense. If there are thirty pupils, it would be ten cents per year to each pupil only.

Do you not think it would be worth ten cents to every pupil and to the teacher, to have the use of a Globe, a set of Outline Maps, Reading Charts, and plenty of Blackboard surface, for practice in figures, drawing, writing, etc.?

It seems to us that after duly considering these facts, every parent, every conscientious school director, every wise teacher, every patriotic legislator will demand that these essential articles be provided for every school without further delay.



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RED ROUGH HANDS  
AND  
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BAD COMPLEXIONS, WITH PIMPLY, blotchy, oily skin, Red, Rough Hands, with chaps, painful finger ends and shapeless nails, and simple Baby Humors prevented and cured by CUTICURA SOAP. A marvellous beautifier of world-wide celebrity. It is simply incomparable as a Skin Purifying Soap, unequalled for the Toilet and without a rival for the Nursery. Absolutely pure, delicately medicated, exquisitely perfumed, CUTICURA SOAP produces the whitest, clearest Skin, and softest hands and prevents inflammation and clogging of the pores, the cause of pimples, blackheads, and most complexional disfigurements, while it admits of no comparison with the best of other skin soaps, and rivals in delicacy the most noted and expensive of toilet and nursery soaps. Sale greater than the combined sales of all other skin soaps. Sold throughout the world. Price, 25c. Send for "How to Cure Skin and Blood Diseases." Address POTTER DRUG AND CHEMICAL CORPORATION, Proprietors, Boston, Mass.

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It frequently happens that the genius which we hail with applause is only another form of that silent wisdom which is dullness.



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AND

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THE teacher brings strength to the faint, drink for the thirsty, cleansing for the unclean, and power to the people. The teacher *knows* and is strong—only those who do not *know*, are weak.

ONE candle will light a thousand if only it be itself lighted. The teacher is a lighted torch bearer.

A NOBLE thought and a mean man make a sorry union.

THE genius of a new great life star-crowned, beautiful and with prophetic eyes looks on to see how we open the gates of knowledge and summons us to fill the golden cup with the best.

THE teacher represents "the States collected will," to educate and train for citizenship, for obedience to law, for harmonious, united action. They bring to the people by all this training, power, intelligence, safety. The useful is the noble and beautiful thing to do.

SENT FREE AS A PREMIUM!!  
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## THE POINTS OF SUPERIORITY ARE THAT:

It is learned in *one-third* the time required by other systems.

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One operator can easily read another's work. It does not require the use of eyes, leaving them free to follow the speaker's motions.

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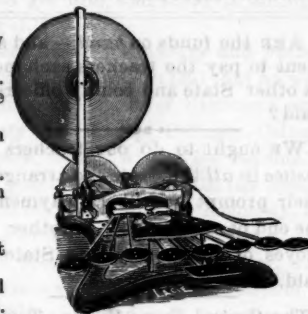
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The mechanical principle in the arrangement of keys is a entirely new one, and distributes the work to both hands.

The fatigue consequent upon the use of the pen is obviated by shifting position of machine from the lap to table, and *vice versa*.

No knowledge whatever of pencil shorthand is required.



A SHORT-HAND WRITING MACHINE.

Size 7¼x8¾ inches;

Weight with Case 3¼ lbs.

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TO ORNAMENT her dressing case and hold articles for her toilet. May also be used for cards, bon-bons, writing utensils, or the parlor table. Size, 4 by 7½ inches, stands on four studs, bordered by a rich scroll band, centre exquisitely finished; well plated, and is truly an elegant article.

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See that your ticket reads via the popular O. & M. Railway, for sale at offices of connecting lines.

For further information call on or address A. J. Lytle, General Western Passenger Agent Ohio & Mississippi Railway, 105 N. Broadway, St. Louis, Mo.

Our teachers help all, and all the time to put effective, useful knowledge in the place of ignorance. They teach justice and love and honesty in place of selfishness and hate—they teach obedience to law instead of disobedience—and in this way they give constantly to every community a ten-fold equivalent for and over the cost of maintaining our common schools nine months in a year.

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## TEXAS.

EDITION

## American Journal of Education.

\$1.50 per year in advance.

W. S. SUTTON, Houston, Texas..... } Editors.  
J. B. MERWIN, St. Louis..... }

ARE the funds *on hand*,—and sufficient to pay the teachers each month as other State and county officers are paid?

We ought to do our teachers the justice in all the States to arrange for their prompt and liberal payment at the end of each month, as other employes of the county and State are paid.

The *Central Texas Forum*, Temple, Texas, says: "Educationally Bell county is enjoying great prosperity. For years the banner county of the State, the prospects this year are better than ever before. All the leading schools have teachers engaged, and of these teachers a large per cent. hold first grade certificates. Of the 85 applicants for certificates at Salado at least 80 will receive them. The apportionment this year will be about \$5.20 per capita. Average salaries of teachers will be about \$60 per month."

We want to hear from other counties in Texas too. This *average salary* of \$60.00 per month, paid at the end of each month as other officers are paid, shows progress which this JOURNAL likes to chronicle.

DR. WM. T. HARRIS, the present United States Commissioner of Education, states that it is susceptible of *proof* that with an efficient, intelligent County Superintendent, the county schools would be improved at least *fifty per cent.* the first year of their work.

Dr. Harris states further, that this link of the Country Superintendents is the most important of all supervisory links, inasmuch as it concerns the education of *three-fourths* of all the people of the land.

Gov. BROCKMEYER states clearly why our schools should be called *common schools*. It is common in the sense that it is *for all*, accessible to all; common in the sense that it *teaches* what is common to all—culture—and hence it is *needed* by all, and, finally, *common* in the sense that it is *maintained* by all, out of a common fund to which contribution is made by all.

These constitute the claim and the basis why the common school should be extended, enlarged and perfected.

ALL of us are debtors,—great debtors to what our common schools have done. No science without them, no investigation of all this phenomena of nature, but for *their* teaching. It is not an affair of yesterday or to-day. It not only helps the present but it reaches on into the infinite and the eternal!

Nothing small about such a work.

## Methods.

"A mad fellow met me on the way and told me I had unloaded all the gibbets." —SHAK.

WE have before us "*The New Arithmetic*" by 300 authors.

In the first department there are 537 examples or methods.

In the second department there are 750 examples or methods.

In the third department there are 249 examples or methods.

In the fourth department there are 267 examples or methods.

In the fifth department there are 199 examples or methods.

In the sixth department there are 306 examples or methods.

In the seventh department there are 207 examples or methods.

In the eighth department there are 310 examples or methods, making a total of 2,825 examples with methods of solution.

The contributors of these 2,825 examples comprise, the author says, "about three hundred of the leading mathematicians of the country." The author says further, "The *practice* character of the exercises will commend them to all who have at heart the mental development and the *business success* of their pupils."

Now in addition to this book with its 2,825 examples from the *three hundred* "leading mathematicians of the country" there are about *four millions* of other excellent text books on arithmetic published. Why should we take up space and time in these columns with examples on "methods" of teaching arithmetic? We can do more for the school interests in the United States by showing the people the value and importance of the work done by our teachers for their children.

## Great Conventions.

"By these I see  
So great a day as this is cheaply bought." —SHAK.

NEVER again, during this century, will our teachers and their friends have another such opportunity to see and to hear the great men and women who have done so much and who are now doing so much to make the world luminous with the never-fading light of inspired intelligence as at the 125 congresses to be held next year at the "World's Fair" in Chicago.

You will have to consider carefully and consult and decide early which of the subjects and which of the speakers you prefer to hear and to see. As we have before stated, Dr. William T. Harris, United States Commissioner of Education, will have charge of the educational congresses to be held at the "World's Fair." Arrangements to this effect have been brought about by President Bonney, of the World's Congress Auxiliary. President Bonney has also induced the National Educational Association to forego its regular annual meeting next year so that all teachers may take part in the congresses.

## ORDER OF THE CONVENTIONS.

The following is the general assignment of conventions of the Auxiliary by departments up to this time. In the general divisions of these departments about 125 conventions will be held. This general classification may assist you in determining the most desirable time to visit the Fair, because of special interest in certain congresses, many of the speakers of which may be heard in the great tented auditorium of "The World's Fair Protective Entertainment Association."

## FOR MAY.

I. Music and Drama. II. The Public Press. III. Medicine and Surgery.

## FOR JUNE.

IV. Temperance. V. Moral and Social Reform. VI. Commerce and Finance.

## FOR JULY.

VII. Literature. VIII. Science and Philosophy. IX. Education.

## FOR AUGUST.

X. Engineering. XI. Art, Architecture. XII. Government, Law, Reform, and Political Science.

## FOR SEPTEMBER.

XIII. Religion, Missions, etc. XIV. Sunday Rest.

## FOR OCTOBER.

XV. Labor, Trades and Occupations. XVI. Agriculture.

## CHICAGO HOTEL RATES.

Although vast preparations are being made to accommodate the millions who will visit the Fair, hotels will be jammed and crowded, and excessive rates will prevail. The greed and avarice of hotel and lodging-house keepers should be shunned, or what should be a visit of pleasure will become a season of hardship and torture. Careful inquiry discloses the fact that hotel rates will probably be doubled and trebled, while accommodations will be diminished. In view of these facts, the visitor with ordinary means needs to know *now* that it is possible to avoid these extravagant charges, and evade getting into the undesirable and disreputable quarters that will abound in Chicago.

The most practical and economic solution of the hotel problem is furnished by "The World's Fair Protective Entertainment Association."

THIS great event! what feelings it awakens even now in all who understand its vast significance—big, sacred, joyous, triumphant—linking the past to the present and the future with the golden links of both prophecy and fulfillment—the flower-time of four centuries. We want at least two hundred thousand of the *common people*, so called, to take this into their lives. What other legacy could a man leave equal to this?

## TOOLS TO WORK WITH.

## Will School Officers as well as Teachers

Please remember that the most eminent, experienced and practical educators we have, say it is a fact that with a set of Outline Maps, Charts, a Globe and a Blackboard, a teacher can instruct a class of *twenty* or *thirty* more *effectively* and *profitably*, and do it in less time, than he would expend upon a single pupil without these aids.

In other words, a teacher will do *twenty* or *thirty* times as much work in all branches of study with these helps as he can without them—a fact which School Boards should no longer overlook.

Teachers owe it to their pupils, to their patrons, and to themselves, to secure every facility to accomplish the most work possible within a given time. These facts should be urged until every school is supplied with

## BLACK BOARDS, all around the Room,

A Set of Outline Maps,

A Set of Reading Charts,

A Set of Writing Charts,

A Set of Physiological Charts,

A Globe, Crayons, Erasers, &amp;c., &amp;c.

Blackboards of *slated paper* that you can hang up for the children at home, or blackboards put on to every square inch of surface in the school room are cheap and of great value for drawing and for illustrating the lesson. The *BEST* surface, that which has been tested for *years*, never failing to give *entire satisfaction*, is the HOLBROOK Liquid Slating.

Hon. S. R. THOMPSON, late State Supt. of Public Instruction of NEBRASKA, writes as follows: "The *Slated Paper* ordered for blackboards came promptly to hand. It is admirably adapted for the purpose—in fact it is all that can be desired—for a BLACK BOARD."

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# GET THE BEST.

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## The World's Columbian Exposition

AND GUIDE TO

CHICAGO and

ST. LOUIS, the Carnival City,

Is the best work extant on this all absorbing topic—because:

- I. It is a book that should be in the hands of every teacher, and among the constant reference books of every school room.
- II. It is not only the best, but also the only adequate preparation for a proper study and appreciation of the 400th anniversary of the discovery of our country.
- III. Because its illustrations are not mere pictures but faithful delineations, and because the work in color is as highly artistic as the best water colors.
- IV. Because while doing a service to the school-community, any teacher can by interesting two or three of his friends, secure a copy for himself free of cost and have a margin left over for pocket money.
- V. Because it furnishes a practicable course by which any teacher can secure for herself the means for a visit to Chicago in 1893.
- VI. Because it has been prepared by a competent and well-known educator, who has never lost sight of the educational value which such a work should possess.
- VII. Because it is a work which every one would like to have upon the study-table for constant reference in the geography, history and reading courses.

Millions of dollars are now being spent!

Regiments of men are at work night and day!

Immense buildings are rising as if by magic!

The latest devices of human skill are being employed!

All to prepare a proper setting for the infinite, varied, and fascinating treasures of the known world.

ANTIQUITY will be revived by Egypt India, Persia, Greece and Rome.

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THE RELATION OF COLUMBUS TO AMERICA will be presented not solely by Columbian relics or their reproduction, but quite as much by the progress made by the civilized world since the discovery by Columbus.

The adoption of an arrangement based upon the evolution of each industry insures an education in Agriculture, Horticulture, Floriculture, Vistaculture; in Stock Raising; in Machinery and Industrial appliances; in Mining and Metallurgy; in Manufactures; in Transportation, and in the Liberal Arts.

The Congresses already arranged for insure the assembling of the best minds which the world has to furnish, and promises to vitalize the material exhibits.

THE WORLD'S EXPOSITION AND GUIDE TO CHICAGO AND ST. LOUIS, THE CARNIVAL CITY, offers to all the opportunity of a life-time. Every one wants to know what may be seen at Chicago, and this book will explain

How to find one's way about Chicago and St. Louis.

What to look for in Chicago and St. Louis.

The object lessons in the world's industries.

What may be looked for in the way of spectacular effect of stately buildings; contrasts of land and water; minerals suggesting the palace of Aladdin; the treasures to be expected from every quarter of the globe.

Tens of thousands of copies have already been sold, and we have satisfied ourselves that no purchaser has been misled in the slightest degree.

Yes, get the best by sending in the following—

### Coupon Order

—TO—

T. J. BURRIDGE,  
1120 Pine Street, St. Louis, Mo.

DEAR SIR,—Enclosed I send you \$2.00 by money order or registered letter. Please send the AMERICAN JOURNAL OF EDUCATION one year, and a cloth bound, illuminated copy of THE WORLD'S COLUMBIAN EXPOSITION AND GUIDE TO ST. LOUIS THE CARNIVAL CITY, by express.

Here sign your full name,  
and write it very plain:

Post Office.

County of..... Express Office.....

State of.....

Be a herald—a harbinger, sing songs, and so in your daily life be writing scores for the final jubilee.

WHAT a great host there are among our four hundred thousand teachers who know, the priceless value of intelligence, who not only know its worth to the people, but who know how it should be loved, and in their lives illustrate how it should be served.

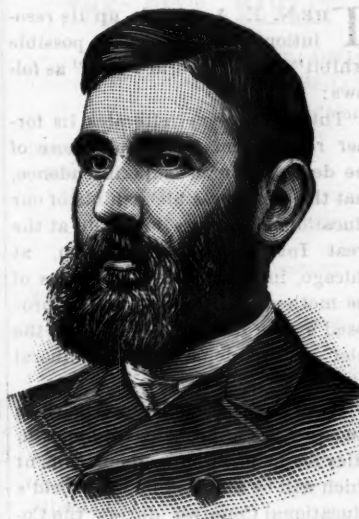
TRUTH should be spoken to friends still more than to enemies, and he who courts popularity at any rate is but a demagogue and a coward unworthy confidence or respect.

He knows whatever may be left undone, as well as whatever may be done, whatever may happen in this hour or that. He knows that the years and the centuries are pulling down the wrong, and building up the right.

Iowa.

"Whom our full Senate  
Call all in all sufficient."

—SHAK.



PRESIDENT W. W. CHANDLER.

IOWA has drawn and is drawing to itself a host of strong men in all the walks of life. Men who rank high in the commercial, social, political, industrial, educational and religious world, and who are known to be competent leaders far beyond the boundary lines of this grand and growing commonwealth.

#### AMITY COLLEGE

of Iowa, in following the example of some of the eastern as well as the western colleges, has just elected a young man to mould its broadening policy and to direct its important affairs in meeting the growing demands of its constantly increasing constituency.

President W. W. Chandler, A.M., P.H.D., was born in Ashland county, Ohio, January 14, 1865, and is therefore but little over twenty-seven years of age. He is probably the youngest college president in the United States. His early training was received in the country schools where also he prepared for college at the age of fifteen. After leaving college, where he had supported himself in part by teaching, he spent some time in various normal schools familiarizing himself with the theory and practice of teaching. He has since done post-graduate work in speculative philosophy, social and political science, and philosophy and history of education. Beside teaching in the public schools, he has had several years experience in academic and normal work, so that he has in himself and in his varied experience a touch of the life of a thinker, philosopher, legislator, politician, using this latter term in its highest and widest significance, reading the world, its wants, its needs, its laws, giving him power of vision as well as depth of thought, and vital force as an educator. His work, his study, his life, has been so sincere that all of it has been additive—none of it subtractive.

He knows that knowledge is a hand

which can handle and master any and all tools and all subjects. He knows that if you put the man of intellect and character at the "top of affairs, you insure success; get him for governor, president, manager, all is got; fail to get him, and there is nothing yet got."

Recognizing his ability and varied attainments, it was in 1891 that he was called to the chair of literature and history in Amity College, College Springs, Iowa, where he became a very popular teacher. On the resignation of President T. J. Kennedy, D. D., an excellent school man and prominent theologian, Prof. Chandler, was unanimously chosen to succeed him.

President Chandler is recognized as a ripe scholar, and an enthusiastic, progressive and remarkably successful teacher. The friends of this old and well known institution are pleased at his election, believing that the present high standard of the college will not only be kept up but increased and that an era of increased prosperity awaits the institution under his administration.

WHICH month of the six from May to October, all things considered, will best suit you for a visit to the World's Fair in Chicago? This question should be considered by every teacher and their friends without delay, and preparation should be made early, and the earlier you decide the better. The World's Fair Protective Entertainment Association, S. L. Moser, Secretary, 810 Olive Street, St. Louis, Mo., will send you circulars on application, showing you just how you can be safely cared for while you are there and what it will cost you. For two dollars and fifty cents per week or for less than 36 cents per day the World's Fair Protective Entertainment Association will furnish you so much that aside from your tickets of admission, car-fare and food, the expense will be only \$2.50 per week for the time you stay. That is, if you select your time and place early. June and August are already filling up. Send a postal card for circulars and full particulars as to cost to S. L. Moser, Secretary and General Manager World's Fair Protective Entertainment Association, 810 Olive Street, St. Louis, Mo.

WHAT an infinite, incessant, ever-growing expansiveness in the boy Columbus! Your boy is a type of him, or rather Columbus is a type of your boy.

We shall have to begin early to study the "World's Fair," else its proportions will be so vast, so stupendous, that our eyes will be dazzled with its revelations. It is to be the flower-time of four victorious centuries. No teacher or educator can afford to miss seeing it for themselves. We do not need or wish to read other people's transcript of what they see.

## EDITION

**\$1.50 per year in advance.**

R. N. ANDREWS, Chicago..... } Editors.  
J. B. MERWIN, St. Louis..... }

**LIFE** is propagation. The perfect thing, from the Spirit of God downward, sends itself onward; not its work only, but its life. For making a man accurate, there is nothing like having to impart what he possesses. One learns more by trying to teach what one thinks he knows, than by trying to learn what one is sure he does not know.

OUR teachers with the complete and splendid text-books now furnished in such abundance and variety and furnished so cheaply, withal, by the great publishing houses of the country must vivify the study—the thoughts and life of their pupils with their own genius. Let there be energetic action, not a dead repetition; an individual creation, not an echo of some dead fact entombed in an “old method.”

We shall continue to affirm this positive perpetual good. Let who will disparg this work.

"It is the glory of our profession that it calls into action the highest qualities of mind and character, and what more pertinent duty than to keep in touch with the thought of its noblest devotees.

"To catch the spirit of the great teachers, to become imbued with the high ideals for which they labored, and above all to grasp the *principles* that underlie education as a science and as an art, should be the aim of every teacher."

"The honor of it  
Does pay the act of it."

"This association reiterates its former recommendations, and those of the department of superintendence, that the best possible exhibit of our educational progress be made at the great International Exposition, at Chicago, in 1893; and it approves of the methods of representation proposed by the director-general and the chief of the department of liberal arts.

"It also recommends to American educators the unprecedented opportunities for inspiration and enrichment which will be afforded by the World's Educational Congress during the Columbian Exposition; and it calls the attention of school officers and teachers throughout the country to the proposed participation of the schools in the celebration of the four hundredth anniversary of the discovery of America, and urges that they unite in the effort to make this national Columbian public school celebration universal, and worthy of the event which it commemorates."

"It shall make honor for you,  
So I lose none  
In seeking to augment it."

Another friend writes us from Geauga county as follows: "The JOURNALS received and circulated. Thanks. The plan of visiting 'The World's Fair' under the auspices of 'The World's Fair Protective Entertainment Association is received with much enthusiasm and the general remark is, 'Now we can go and see it all with our friends.' One lady said, 'I have two sisters living in San Francisco, Cal., and they are wishing me to meet them in Chicago next year, and this is the way we can meet there and visit the Fair together.'"

One of the most prominent men in Geauga county, a P. M., and also a large lumber dealer said, "This is just what I have been looking for. My family and friends will speak for one

Really *this plan* is within the income of most every one and we farmers will be glad to put our barrel of potatoes with a tub of butter and a box of eggs and cans of pickles and *all go to the World's Fair* and have the *best show* and best "*picnic*" of our life time.

The Methodist minister received a circular from some society offering rooms only at the exceeding low rate of two (\$2) dollars per day. He said "that is beyond my purse, but at these rates all that is furnished for \$2.50 per week, and gives me some hope that I can see the great wonder."

Another says "Now I can send my sister from Little Rock, Ark.

I could enumerate other commendations if necessary, but this is enough to prove to you how feasible your plan appears to many farmers in the country towns who know of and are anxious to see the "Great Columbian Exposition."

THIS flower-time of *four centuries!* Can anyone *afford* to miss it? Can any teacher or school officer afford to miss this? Write to Mr. S. L. Moser, Secretary and General Manager of the World's Fair Protective Entertainment Association, 810 Olive Street, St. Louis, Mo., and see how little it will cost you and your friends to spend two or three weeks there. Yes, it will be the flower-time of four centuries.

THIS insularity of our teachers is not helpful. We hope all of them will see the World's Fair. It can be done for a mere trifle. Get ready early to go and spend a week or ten days. It will prove to be a great source of strength and profit to you in all your after life.

## District School Series

**TWENTY-THREE** MAPS IN THIS SERIES, EACH MAP **33 X 27 INCHES.**

Price of each Map, on Cloth, Varnished and Mounted on Common Rollers,

Eastern and Western Hemispheres (one map).  
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Any **SIX** of these Maps can be mounted on **SPRING ROLLERS** and enclosed in one **RUBERG, LOCK CASE.**

41 INCHES LONG.



The above cut represents the case open, showing one Map drawn down. Unless otherwise ordered, we send in the case the following six maps: **The Hemispheres (Eastern and Western), United States, Mexico and Canada; Europe, Asia, Africa, America.**

**PRICES IN SETS AS FOLLOWS:**

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Address, with stamp for reply.

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1120 PINE STREET.

**ST. LOUIS, MO.**



## LOUISIANA

EDITION

American Journal of Education.

\$1.50 per year in advance.

HENRY E. CHAMBERS, New Orleans } Editors  
J. B. MERWIN, St. Louis..... }

WE OUGHT to do our teachers the justice to arrange the finances so as to pay them promptly at the end of each month, as other county and State officers are paid in every State in the Union.

## Louisiana.

"When we meet again we'll smile indeed."  
—SHAK.

THE suggestions of Mr. S. L. Moser, Secretary of the World's Fair Protective Entertainment Association, 810 Olive St., St. Louis, Mo., in regard to the re-union of families and friends at this encampment seems to meet with a quick response. Already people in Iowa, Kansas, Ohio, California, Connecticut and other States are completing arrangements to meet friends there. Mr. Moser says:

"Friends and members of families, long separated, will visit the Fair, and the exercise of a little forethought will enable them to designate a suitable time for a reunion. Here they can revive pleasant associations of the past, strengthen ties dimmed by time and toil, and together for a few weeks at the Exposition become students of the world's progress as a joyful and profitable provision for the future. Such worthy purposes warrant early provisions for their realizations. If you immediately engage accommodations for yourself and friends and relatives, or at once correspond with them, and then jointly secure necessary accommodations, all anxiety on this subject will be removed, and pleasant anticipations will attend further preparation for the visit and reunion."

This morning we received a letter from friends in Roseland, La., saying, "Your World's Fair Protective Association circulars received. Many thanks. Have given one to the editor of the Roseland Herald, who will be glad to use them among his subscribers in forming a club. Please send me some more circulars, and I will send them to our friends in Litchfield county, Conn. They have expressed the wish for just this plan of spending a month at the Fair, and we can meet them with other friends from New Orleans and from Champaign county, Ills."

THE teachers are building this new bridge of civilization, over which the people will pass to power and victory.

THIS is the epoch of intelligence, by virtue of what our teachers are doing and have done. We put the World's Fair into this the 19th century. That act makes this the great century.

## Fall Festivities.

ST. LOUIS EXTENDS A CORDIAL WELCOME TO ALL.

THE city of St. Louis has become famous the country over through the agency of her annual fall festivities, and from that source has gained the sobriquet of the "Carnival City of America."

For the season of 1892 all previous efforts in the line of entertainment will be eclipsed. The great St. Louis Exposition will throw its doors open to the public Wednesday, Sept. 7th, and will continue to entertain and delight thousands during a period extending over forty days. One of the chief attractions announced by the management is the engagement of Col. P. S. Gilmore and his world-renowned band, one hundred strong. The illumination by gas and electricity of the streets will extend over a larger area and be on a grander scale than any similar exhibition ever attempted in the world. The thirty-second great St. Louis Fair and Zoological Gardens, Oct. 3d to 8th, whose fame has been heralded broadcast, will be one of the main attractions of that week, and as has been customary for the last thirteen years, the Velled Prophet will again appear in his favorite city, on the evening of Tuesday, Oct. 4th. The hotel accommodations of St. Louis have been materially increased since last year, and strangers are assured of hospitable treatment.

THE MISSOURI PACIFIC RAILWAY and IRON MOUNTAIN ROUTE, with their vast net-work of lines extending over the States of Missouri, Kansas, Nebraska, Colorado, Indian Territory, Arkansas, the West, South and Southwest, in order to encourage travel, have made a remarkably low round trip rate from points on their lines to St. Louis and return, during the festivities.

For further information relative to dates of sale and limits of tickets, call on or address any Missouri Pacific or Iron Mountain ticket agent, who will be pleased to furnish same.

Scott's Emulsion of cod-liver oil is an easy food—it is more than food, if you please; but it is a food—to bring back plumpness to those who have lost it.

Do you know what it is to be plump?

Thinness is poverty, living from hand to mouth. To be plump is to have a little more than enough, a reserve.

Do you want a reserve of health? Let us send you a book on CAREFUL LIVING; free.

SCOTT & BOWNE, Chemists, 133 South 5th Avenue, New York.  
Your druggist keeps Scott's Emulsion of cod-liver oil—all druggists everywhere do. \$1.

34

THE World's Fair means "all for all."

WILL the people see and understand this magnificent teaching of the World's Fair? We hope so. We shall do what we can to help 200,000 take it into their lives, rejoice in its strength, and glory in its achievements. It means "all for all."

ENTHUSIASM works a transfiguration.

## ST. LOUIS INVITES THE ATTENTION OF BUYERS

—TO THE FACT THAT IT IS—

## THE BEST MARKET IN THE UNITED STATES

FOR THE FOLLOWING AND OTHER BRANCHES OF MANUFACTURES AND MERCHANDISE

Boots and Shoes,	Groceries and Provisions,
Men's and Children's Clothing,	Drugs and Chemicals,
Hats and Caps,	Paints, Oils and Glass,
Fancy and Staple Dry Goods,	Smoking and Chewing Tobacco,
Carpets and Curtains,	Domestic and Imported Cigars,
Furniture and Upholstery,	Woodenware and Queensware,
Saddlery, Harness,	Caskets, Undertakers' Supplies,
Diamonds, Jewelry and Watches,	Agricultural Implements,
Hardware, Arms and Cutlery,	Lumber and Builders' Supplies,
Machinery—Mining, Steam, Electric,	Railroad and Street Cars
Carriages, Vehicles, School Desks and Seats.	

WRITING AND PRINTING PAPER, BLANK BOOKS, OFFICE STATIONERY, SCHOOL BOOKS AND SCHOOL SUPPLIES, ROLL AND WRAPPING PAPER, PRINTERS' SUPPLIES, BOOK PUBLISHING, JOB PRINTING, LITHOGRAPHING, STEREOTYPING AND HALF-TONE WORK.

IT WILL PAY YOU TO CORRESPOND WITH ST. LOUIS HOUSES BEFORE PLACING ORDERS.

St. Louis' immense increase in Railroad, Terminal and Bridge Facilities, and the recent adjustment of freight rates, enable its merchants to fill orders with unprecedented advantage to buyers.

During the many Conventions and Festivities which occur in St. Louis,

Round-Trip Tickets at reduced rates can be obtained from nearly all points,

Inquire at nearest Railroad Office for Particulars.

The attractions of St. Louis are so numerous that buyers will derive pleasure as well as profit from a personal visit. While in St. Louis, its great mercantile and Manufacturing establishments, its magnificent parks—the finest and most extensive of any city in the world—and its elegant theatres, should be visited, and rides on its electric roads, the best equipped in the world, should be enjoyed.

## Pointers for Investors.

ST. LOUIS' MANUFACTURING OUTPUT for the last ten years shows a greater increase than any other city in America.

ST. LOUIS erected more NEW BUILDINGS in 1891 than any other city in America.

ST. LOUIS REAL ESTATE offers the best investment to be found in any large city in the world.

ST. LOUIS is the largest and best RAILROAD CENTER in America.

ST. LOUIS is the great FOOD CENTER of America.

ST. LOUIS is the CHEAPEST COAL MARKET in the world, the average price per ton to manufacturers being \$1.12, delivered.

## Pointers for Buyers.

ST. LOUIS has the largest DRUG HOUSE in the world.

ST. LOUIS is the LARGEST TOBACCO Manufacturing Market in the world.

ST. LOUIS manufactures and handles more BOOTS and SHOES than any other city in the world.

ST. LOUIS has the largest HARDWARE and WOODENWARE establishments in the world.

ST. LOUIS is executing the largest single order for RAILROAD CARS ever placed.

ST. LOUIS has the largest HORSE and MULE market in the world.

ST. LOUIS is the largest SADDLERY and HARNESS market in America.

ST. LOUIS is the best WINTER WHEAT FLOUR market in America.

This Announcement is issued by the Bureau of Information of the AUTUMNAL FESTIVITIES ASSOCIATION of the City of St. Louis, the Bureau being charged with the duty of making known to the world the extraordinary advantages that those trading with St. Louis enjoy. It invites buyers to come to St. Louis or open up correspondence with its merchants.

Any other information that may be desired as to mercantile matters will be given by the Bureau, or inquiries referred to proper quarters.

## THE BUREAU OF INFORMATION,

202 Mermod &amp; Jaccard Building, ST. LOUIS, MO.

# MISSISSIPPI

EDITION

## American Journal of Education

\$1.50 per year in advance.

J. W. MARTIN, Jackson ..... } Editors.  
J. B. MERWIN, St. Louis ..... }

ARE the funds on hand,—and sufficient to pay the teachers each month as other State and county officers are paid? This should be looked after and provided for in all the States.

EVERY good school, public or private, strengthens and tones up every other school. Every strong, competent, skilled, efficient teacher carries weight and conviction, and gives dignity to the profession.

This skill and competency and ability requires a constant outlay for books, for papers, for travel, for correspondence and contact with the leading men and women of the profession. The teacher must not only know what the best methods are, but must know how to apply and adjust them. He must be able to rise out of and above the routine teaching—the machine teaching, and be to his pupils not only an inspiration, but an overflowing fountain of knowledge, of good cheer and good feeling and healthy, vigorous, mental action. These elements of success do not come from a starved body—a cramped and dwarfed mind, a lean, hungry, collapsed purse! Above all things in these prosperous times, the people should provide more liberally for their schools and for the more liberal compensation of their teachers.

WHAT a living force a live teacher is and will continue to be in any community where they are fortunate enough to secure and to hold on to such an one. He is beyond price.

INTELLIGENCE teaches the people to convert calamities, if they come, into power, and defeat into a crowning and lasting victory. Does ignorance help to any such result?

PROGRESS in intelligence, by intelligence is secured by the work done in our schools. They thus demonstrate continually that they are worth vastly more than they cost.

LET us know, when it is necessary to do so, to tell the government of its mistakes and shortcomings. This attempt of the Postmaster-General to muzzle the press is all wrong.

OUR teachers come to their new work and larger duties this year better equipped than ever before. We have looked into the faces of thousands of them in Missouri, Illinois, Arkansas, Tennessee and other States, and felt the pulsation of a new and grander endeavor. Their letters, their orders, their self-denial, their ambition and aspirations, all give evidence of this larger, better preparation for teaching, and for teaching the people to see the value of knowledge.

THE children of America who will take part in the Columbus Day celebration Oct. 21 are a seed of armed men. Do not overlook that fact.

The World's Fair will make a victory of all our defeats; victories bought by our own valor as teachers. It has all been done and won by intelligence and not by ignorance.

WHAT an immense uplift this World's Fair will give the people. We want to help 100,000 people to take it, with its vast inspirations and advantages, into their lives. It will help them so much to establish their faith in the present, to prepare for the larger, richer future, as well as to realize more their indebtedness to the past. It will recast their lives to a certain extent. You can go and stay two or three weeks and get it all about as cheap as you can remain at home. Organize a "club" of friends to visit it at once. The World's Fair Entertainment Association will furnish all needed information. Address S. L. Moser, General Manager, 810 Olive St., St. Louis, Mo.

IN Berks Co., Pa., every school district has made an increase in the compensation of their teachers and in most of the school districts they have also increased the length of the school terms, as a result of what the county superintendent and teachers have done to show the necessity for this action. Such work brings good results all round and should be wisely followed up in all the school districts of the State.

TO ACT with discretion requires the union of more different qualities than are required to talk brilliantly.

OUR teachers form everything new, because they enable us to see all things in new and larger relations. They do in this a blessed, permanent, eternal benefit. They are worth all they cost in this.

THESE leaders in intelligence, these teachers form the crown of a new civilization, lighting the pathway of the human race with a wide and beautiful radiance. We ought to invite them, and to see that all of them go to the Columbian celebration.

WITH this increase of time and the increase of compensation afforded the teachers we hope at least ten thousand of them will take our Premium, mentioned on pages 7 and 9, and use it in their schools.

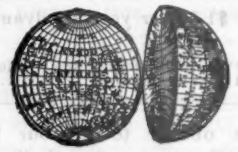
WE ought to be careful and see to it that we grow every day stronger. Diderot gave up teaching, and gave as an excuse that while he was making men and women of his pupils, he was making a child of himself.



Wood Stand, Plain,  
No. 70. Price, \$3 50.

## NEW 5 INCH GLOBES.

With cuts showing styles, sizes and prices.



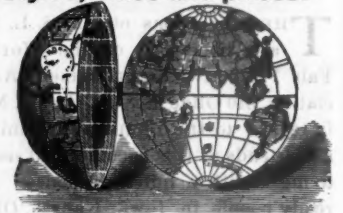
Hemisphere Five Inch Globes,  
No. 75. Price, \$3 50.



Wood Stand, Plain,  
Inch Globes, No. 6. 62 Price, \$5.

## NEW 6 INCH GLOBES.

With cuts showing styles, sizes and prices.



Hemisphere 6 Inch Globes,  
No. 66. Price, \$5.

## NEW 8 INCH GLOBES

With Cuts showing Styles, Sizes and Prices.

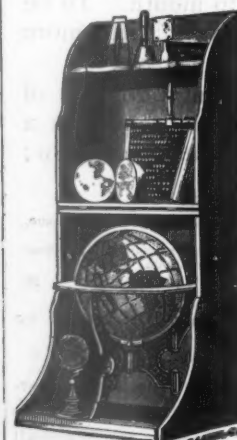


Low Bronzed Stand, 8 inch Globe, complete. 8 inch Globe on Wood  
In Hinged case. No. 45. Price, \$15. Stand, with meridian \$13.00

The Eight-Inch Globes are convenient for measurement, being 1,000 miles to every inch on the surface.

24 meridians are represented which make the reckoning of time easy, being one hour for each meridian.

They are of the most convenient size for general use, and where provided with horizons, are movable on their equatorial axis, allowing of the convenient inverting for examination of Southern hemisphere.



Hinged Case, for Globes.



Low Wood Stand, 8 inch Globe.

With Compass, in Hinged case, No. 47, Price, \$17.

For circulars and other information, for EVERYTHING needed in schools, address with stamp for reply, and send direct to

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# WASHINGTON D.C. EDITION American Journal of Education.

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JERIAH BONHAM, Washington, D. C. { Editors  
J. B. MERWIN, St. Louis. .... }

## Better Supervision.

"Winning will put any man into courage."  
—SHAK.

It must come. We cannot afford to let the schools and the teachers run on in a hap-hazard, careless sort of way, either in the city or in the country. Dr. Wm. T. Harris, the present United States Commissioner of Education, after a practical experience in school work reaching over a quarter of a century, says:

"It is susceptible of proof that with an efficient, intelligent County Superintendent, the country schools would be improved at least *fifty per cent* the first year in their work.

Dr. Harris says "that this link of THE COUNTY SUPERINTENDENCY

is the most important of all the supervisory links, inasmuch as it concerns the education of *three-fourths* of all the people of the land.

For this reason it deserves far more attention on the part of the people and of legislators than it has received. The fact is that more specific, definite results must be obtained for the time, and the money expended upon the common schools of the land.

These results cannot be secured without careful, intelligent, helpful supervision—supervision by those competent to know, not only *what* should be done, but *how* it should be done.

President Payne of the Peabody Normal School, at Nashville, Tenn., in his work on

## SCHOOL SUPERVISION,

quotes from the report of Samuel A. Stone, Superintendent of Schools of Springfield, Mass., as follows: "Nothing is more certain than that the public schools have sadly decreased in effectiveness by forcing from the profession so many of the men.

A broad-minded, judicious and cultivated gentleman is needed at the head of every large school; his influence is as essential to the right formation of character in school as is the father's influence in the proper rearing of a family.

Another reason for increasing the number of male teachers is, that a more conservative element—more permanency—may be introduced into the common school system. With a competent and permanent head for each school, to preserve the unity, the continuity, and the proper succession of school studies, a teacher may drop out here and there without material loss.

"To secure and retain this increased number of men of this excellence, it

would be necessary to pay them liberally, and to secure for the profession a recognized position, such as it hardly holds at present."

We rather think the school teachers will have to broaden out a little and enlarge both their mental and social horizon; take their place in society along-side of the lawyer, the physician, the minister, the legislator and the merchant—in a word, to know things *beyond* the text books; to know more of CURRENT EVENTS and to mingle with and to shape society and public opinion.

This involves the reading of something beyond the "Cant" of mere "Methods" in the diluted hash dished up out of the text books in the so-called *school journals*. There are over *fifty million* of text-books on methods published and they are not only *very good*, but *very cheap*. Why then should school journals constantly republish that which the text books furnish so abundantly and cheaply?

School teachers need to read such papers as the *New York World*, the *San Francisco Examiner*, the *St. Paul Press*, the *New Orleans Times-Democrat*, the *Boston Journal and Post*, the *Galveston News*, the *St. Louis Globe-Democrat* and the *Atlanta Constitution*, the *Chicago Times*, and the *Charleston Courier*, the *Forum*, the *Century* and a host of other equally strong suggestive papers on current events.

CHILDREN as well as older persons frequently fall into error and wrong not because truth and principles are not known, but because for the time they are not remembered, therefore the person who contracts or states the great rules of life and conduct in short sentences that they may be easily impressed on the memory is a benefactor to mankind.

GET ready to give the people instruction, to give them knowledge, to give them all this, power—such a teacher who *knows* is invaluable in any community and commands all. The people come with glad acclaim and surprise to the teacher who *knows*. The means of knowledge are now within reach of every teacher.

*Zion's Herald* says: "In the late troubles the Carnegie company secured the services of the Pinkertons, as the Vanderbilts had done before. The Pinkertons are a body of organized, trained, and armed mercenaries, who will sell their services, as the Hessians were sold to England in order to subjugate America. Mr. Frick exhibited his extreme *unwisdom* in employing these American Hessians to guard the company's property. There is too much sensitiveness in the public mind to endure such a strain. For their own interest millionaires will do well to leave defense and the administration of jus-

tice to the State. They may be sure the American people will endure no such *usurpation* of the police power of the State. No armed organizations can be allowed in private hands. All law-abiding citizens must join in the demand for the suppression of the Pinkertons."

## Getting Ready.

"Upon this agreement  
We shall find you ready and willing."  
—SHAK.

MR. S. L. MOSER, Secretary and General Manager of the World's Fair Protective Entertainment Association, 810 Olive street, St. Louis, Mo., suggests, and large numbers are already acting upon these suggestions. He suggests the formation of clubs or parties of congenial friends to visit the "World's Fair" together. A careful canvass among the members of a Teachers' Institute, Farmers' Alliance Fraternal Association, Church Society, Sunday-school, or among *friendly neighbors* will readily secure a large list of persons who would gladly embrace the opportunity to share the pleasure of such a visit, and of this entertaining encampment.

## TEACHERS AND THEIR FRIENDS.

Thousands of teachers will spend a month or more at the Fair, and we specially urge and commission them to enlist their fellow-laborers, pupils, patrons, school officers and friends into VISITING CLUBS. Such a visit will not only be of special interest and value to all, but it will become an indispensable qualification to the progressive instructor; and County Superintendents, school officers and Boards of Education should encourage and aid such attendance, even though the customary normal institutes should be adjourned over the summer of 1893. The association of persons of kindred thoughts and sympathies into visiting clubs will not only insure reputable conduct throughout the encampment, but also add to the pleasure and profit of the visit.

## ENCAMPMENT RATES.

The object of this co-operative method is to furnish the most attractive entertainments and the greatest service for the least money, whereas the ordinary hotel aims to obtain the most money for the least service. Through the liberal policy of this association, first-class tent services, with good, clean beds, World's Fair pocket guide, ornamental association badge, and free passes to all the various entertainments within the encampment, will be furnished for \$2.50 per week. The low price thus bringing the cost within the reach of all. These literary entertainments will alone be worth more than is charged for this weekly rate.

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## Cough

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## In September and October.

The finest shooting grounds in the Northwest are on and tributary to the lines of the Chicago, Milwaukee & St. Paul R'y. The crop of Prairie Chickens is exceptionally good this year; also ducks and geese. In the Northern Wisconsin and the Peninsula of Michigan splendid deer shooting is to be had. Full information furnished free. Address, GEO. H. HEAFORD, Gen. Pass. Agt., Chicago, Ill.

INTELLIGENCE is an eye that flashes direct into the heart of things and sees not only the truth but deficiencies if they exist. Our teachers and teaching have not been quite sincere, quite earnest enough. State Superintendent Wolfe seems to have not only sincerity of vision, but the giant will power to correct these defects. There seems to be much that is true and best visible in him.



## New Books.

The startling revelations made in the September number of *The Forum* by Mr. McCook of his studies of the venality of voters in Connecticut will be followed by still more interesting disclosures in the October number, along with an explanation of the methods by which this merchandise of votes is handled.

**PERTINENTLY** to the present vogue of the KEELEY CURE, Dr. T. D. CROTHERS discusses in *The Popular Specifics Monthly* for October the merits of the various species for the cure of Inebriety that have claimed attention at different times.

**THE** great, noble, full "Volume of the Bound Century Magazine" comes and enchains one from cover to cover with its illustrations, its poetry, its history, its wit and its wisdom. No other magazine in the country approaches "*The Century*" in all these respects.

The teachers could not keep the pupils or their parents away from the schools if they would get up two or three exhibitions and put these bound volumes of "*The Century*" and "*St. Nicholas*" into their school libraries and into the "reading circles." Why not try it?

"The Nature and Elements of Poetry," by Clarence Stedman, (lecture 7) is a remarkable production. Teachers, ministers, lawyers—yes, all the people ought to read this paper so as to know the part "imagination" plays in the world outside of poetry.

**The New England Magazine** is entitled to more than a passing notice. As each number appears it grows in value and interest. To the tens of thousands of people from New England scattered through the West and South it brings home scenes so vividly to us as to make home-sick for the great, broad, elm-shaded streets, the "old homes," the new attractions. It is as good for Chicago, St. Louis, Denver, Galveston, San Antonio and San Francisco as for "Old Deerfield" or Nantucket or "Salem" or "Concord."

We welcome it and its searching editorials on "The Homestead Strike" as a genuine, patriotic, wise leader. No New Englander can afford to do without it.

**THE** third of Octave Thanet's "Stories of a Western Town"—in *Scribner's* for October—will describe the rise and triumph of a typical Western politician of the better sort.

**FRANKLIN MACVEAGH**, one of the leading merchants and citizens of Chicago, will contribute to the group of World's Fair articles in *Scribner's Magazine* a paper on Chicago's part in the World's Fair project.

**MACMILLAN'S** Shorter Latin Course by A. M. Cook, M.A., Assistant Master in St. Paul's school, revised and enlarged for the use of American schools by J. C. Egbert, Jr., Ph.D., Instructor in Latin, Columbia College, New York, 1892, MacMillan & Co.

There has long been a growing conviction that the time spent in the study of Latin and Greek was far out of proportion to the results actually attained in the mastery of those languages. In consequence of this there has been, on the one hand, an impatient clamor for the "modernizing" of education by unceremoniously dropping these languages altogether from the course of study. On the other hand, promises have been often repeated to the effect that important time-saving improvements would be forthcoming in the method of teaching these languages, and that thus their retention would not stand in the way of those newer phases of discipline now demanding so large an increase of attention. These promises were evidently made in good faith. Improvements in method have from time to time actually been developed. The "natural method" has grown into fairly well-defined form. It has been discovered that in the earlier period, when the classics were really mastered as a matter of course by every scholar, there was much more attention given to the languages themselves and less to the microscopic technicalities of grammar than has been the case in later times.

But the first revolution from excessive grammar-drill went quite over into a loose vocabulary-getting process. The pupil was to learn the language by actual and extensive reading.

But this again was soon discovered to yield no definite results, and the question as to learning the

classics began to shape itself into this form: How best can grammar and vocabulary be acquired simultaneously; so that the vocabulary may retain its organic character in the mind of the learner, while at the same time the grammar may be seized from the outside in its concrete quality as summarizing the fundamental forms of language considered as the objective, organic aspect of thought.

To the question thus stated, MacMillan's Shorter Latin Course presents the most thoroughly rational answer we have seen. After a brief introduction on *Pronunciation*, the first lesson presents a paradigm consisting of the cases in the singular number of a model noun of the first declension. Then comes a series of exercises, both of rendering Latin into English and of rendering English into Latin. After these the plural forms of the first declension are given, followed by exercises familiarizing the people with their use.

This is continued until all the regular forms of nouns, adjectives, pronouns and verbs are learned. We believe that by following this method more can be accomplished in three years toward the mastering of Latin, than could be done in five years by pursuing the traditional course. We therefore heartily commend this book to all teachers of elementary classes in Latin.

Of the same practical character as the foregoing are Messrs. MacMillan's *Elementary Classics*, of which *Cæsar's Helvetian War* is before us, revised for use in American schools.

## To the Memory of Louis XV.

The child is king—then not a child,  
But passion's chaotic rude and wild.  
The king's a child—then not a king,  
But only instrument, a thing,  
A means for Greed to work its will  
And—why not?—Fate's behests fulfill;  
For lawless kings make nations see  
That Law is God's, not kings' decree.

W. M. B.

**CRIMES** that cannot front the day are involved every time a license is granted to sell intoxicating drinks. No self-respecting, orderly, law-abiding citizen can be a party to any such infamy.

**IGNORANCE** is no improver; it does not call for the newspaper, the mail bag, the book; it does not improve the soil or the surroundings; it is a drag and a curse. We so much need all the faculty and good will there is extant, that the loss of these entailed by ignorance is more than the cost of education. Let our teachers show the taxpayers these facts.

You can never tell, or quite guess, the worth and wealth the public schools give, by the opportunities it affords for culture. The great leaders have nearly all come from the common people. We can afford to make the school term longer in all the States to pay the teachers promptly at the end of each month, and to materially increase their compensation in all the States.

**ALL** boys kill cats, because idle and vacant minds must have some kind of excitement.

**EVERYTHING** great must be done in the spirit of greatness.

**WHAT** a rare courage is this which we see so often exemplified among our teachers—the courage and bravery to maintain a conscience.

**Dr. Sargent's Normal School of Physical Training for Women,** At CAMBRIDGE, MASS., will open its Twelfth Session on October 20th instead of November 1st, as heretofore.

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## Tourists Rates to the Resorts of the Rockies.

Now in effect, and tickets on sale at Missouri Pacific Ticket Office, good for return until October 31st. Only line offering choice of two routes and through Pullman service from St. Louis to Salt Lake City and Oregon.

Better secure your quarters early of "The World's Fair Protective Association."

**The World's Columbian Exposition and Guide to Chicago and St. Louis the Carnival City.** By H. H. Morgan, LL.D.

We desire to call attention to a work which has been purchased by the Public Library and the Mercantile Library of St. Louis, which we regard as sufficient voucher for its great value. This work, prepared by so careful a scholar as H. H. Morgan, LL.D., has a permanent as well as a present value. It has strong endorsements from men of letters, among whom are Dr. Wm. T. Harris, U. S. Commissioner of Education, Prof. Sylvester Waterhouse, of Washington University, Denton J. Snider, John Bascom, D.D., LL.D., Frederick M. Crunden, Librarian St. Louis Public Library, and others equally noted. The St. Louis matter has been prepared under the supervision of "The Autumnal Festivities Committee," and has, therefore, their indorsement. The popular interest in the Chicago Exposition renders such a work invaluable, while the extended field it covers is such as to give it permanent value. Among the many topics treated are: Chicago Itinerary, History of International Expositions, Women Distinguished in Spheres Other than Domestic, Columbiana, History of Chicago, Products, Manufactures and Industries of the world.

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"Mr. Bryant has placed all lovers of sound philosophy under great obligations to him for his admirable translation of the most important part of Hegel's *Æsthetic*, and for his no less admirable introductory essay."—*Prof. John Watson, LL.D., Queen's University, Kingston, Canada*.

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We think the growing teaching power of the State will stand by and endorse the forward movement of State Superintendent Wolfe in this compulsory institute attendance. He has had to work with the force of a glant to start some of the old fogies. He has certainly succeeded in breaking up the inertia which threatened to become a fatality. Life, vigor, growth, progress, have been the characteristics of his administration so far.



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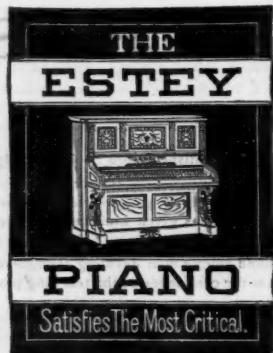
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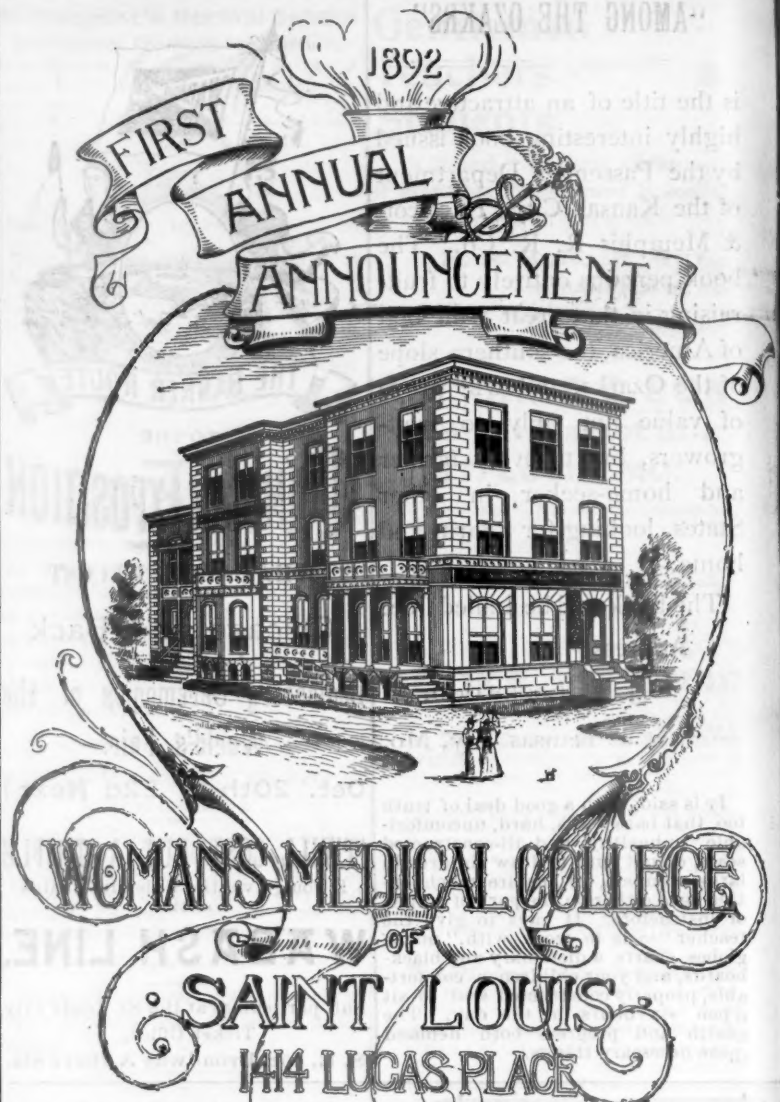
Connects at Jacksonville and Springfield with C. & A. and Wabash Railways; at Waverly with Wabash for points North and South; at Vandalia with C. & A. for North and South; at Litchfield with Wabash and I. and St. L. Railways for points East and West; at Sorento with T. C. and St. L. for points East and West; at Smithboro with "Famous Vandalia Line" for points East and West; at Shattuck with O. & M. for points East and West; at Centralia with Illinois Central for points North and South; at Peoria and Pekin with all the great lines for Chicago and the East.

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